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OUTLINE OF STUDIES

IN THE

PUBLIC SCHOOLS

OF

GLASTONBURY, CONNECTICUT

1909

NATHANIEL B. COOK, Superintendent
LEON A. MARTIN, Principal of High School

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READING, PHONICS, SPELLING, LITERATURE.

GRADE I.

JONES BOOK ONE.

"The Child's Word Garden," may be used for Word-studies to precede the reader. Do as much work as possible, precede each lesson with a board drill on all new words. Begin to spell by letters, using at first only non-phonetic words.

Jones Reader in A. M. alternating in P. M. with Sunbonnet Babies Primer, Child Life Primer, etc., as may be provided.

DRILL FOR EXPRESSION.

For Memory Gems, follow course in "Three Years with the Poets." Teachers tell stories from Boston Collection of Kindergarten Stories.

GRADE II.

JONES BOOK TWO.

Drill on new words, sounding, blending, and defining, preceding each lesson. Continue writing sight words from dictation. Three supplementary readers should be read during the year.

SPELLING.

All reading lessons to furnish material for spelling. Insist upon good expression and correct pronunciation. Memory Gems, as in "Three Years with the Poets." Copy paragraphs, stanzas of poetry and lists of words.

To the Teacher: Begin to keep a note book recording your efforts in following out these instructions. Tell the children stories, and have them reproduce orally the stories told them.

GRADE III.

JONES BOOK THREE.

Continue Phonetics. Board Drill on new words to precede each lesson. Daily drill as in Grade II, also develop the thought first and give constant attention to natural expression. Dictation of words and sentences, words dictated and embodied in original sentences.

Continue Memory Gems. Three supplementary readers should be read during the year.

GRADE IV.

JONES BOOK FOUR.

Proceed to more difficult words, gradually. Begin use of Dictionary. Spelling from reader and the graded speller.

Dictate sentences from reading lesson for writing. Insist upon correct expression and the right pronunciation.

Continue Memory Gems. Use History Stories for children to reproduce orally. Children are not at school to enjoy the fruits of the first three years accomplishments, they are still learning to read.

Keep in your note book just what you are doing from day to day. Get 100 new words at least into the children's speaking vocabulary. Correct ungrammatical talk. At least three supplementary readers should be read during the year.

GRADES V, VI, VII, VIII.

READING, PHONICS, SPELLING, LITERATURE,

APPROPRIATE NUMBERS IN THE JONES READERS.

Extracts from standard authors, historical, geographical, and other supplementary readers to be used in grades where adapted, not less than three each year.

So much new material is constantly coming to the front that it would be useless to attempt to name the books suitable for such reading. Keep up the reading standard in these grades.

LANGUAGE AND GRAMMAR.

Follow "Outline of a Course of Study in Language and Grammar." by Sarah S. Arnold, published by Ginn & Co.

ARITHMETIC.

GRADE I.

FIRST HALF YEAR.

Conversation lessons on form, size, and the relation of things, using measures of quantity and the smaller numbers.

SECOND HALF YEAR.

By use of objects teach numbers and combinations to 12. Fix the facts in memory. Count to 100. Teach objectively, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, using the apple, then paper etc. Figures and signs. Roman Numerals to XII.

Measures, inch, foot, yard, pint, quart, gallon, cent, dime, dollar, day, week, month, year. Work based on Smith's Primary Arithmetic.

Books recommended to be used by teacher: Beginners' Number Primer, Della Van Amburgh's First Days in Number, Milne's Primary Nichols' Book II, first 22 lessons, Pierce's First Steps, first 62 pages.

GRADE II.

Review work of first year. Count to 100 and make figures for all the numbers. Count to 100 by twos, threes, fours, fives, sixes, sevens, tens, etc. Teach combinations objectively to 30. Teach fractions objectively $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{5}$, $\frac{1}{10}$.

Denominate numbers: No. of weeks in month, months in year, etc., Roman numerals to 24. Mechanical work: Rapid drills in fundamental processes.

Addition: Columns of numbers of one order whose sum does not exceed 100.

Subtraction: Minuend not to exceed 24. Multiplication; numbers of two periods, multiplier 2, 3, 4, 5.

Division: Numbers of two periods, divisor 2, 3, 4, 5. Exact quotient only. Work based on Smith's Primary Arithmetic.

Books to be used by teachers: Pierce's First Book finish same. Nichols' Book II, from page 23 to end of book.

GRADE III.

Writing, notation and numeration of numbers to 1,000. Roman numerals to C. Continue teaching the tables. Add, subtract, multiply, and divide denominate numbers. Written work in addition, subtraction, multiplication and division. Fractions, review those taught, and teach new ones. Extend work in finding areas, perimeter of squares, oblongs, etc. Rapid oral work in the fundamental processes. Objective Teaching. Aim for accuracy and rapidity.

GRADE IV.

Numbers: Writing, notation, and numeration, to 10,000. No multiplier or divisor to exceed 100.

Roman numerals continued. Percentage associate with corresponding fractions. Many problems from pupils, teachers, and books, with explanation.

Ability to handle number problems is shown; facility in processes, power to understand and formulate a problem, power to analyze problems, quickly selecting the appropriate process.

GRADE V.

REVIEW AND EXTEND ESSENTIAL PROCESSES:

Factoring, prime factors, fractions extending to cover all processes. Decimals and denominate numbers, review and enlarge.

Many measurements. Percentage, simple work in interest.

ESSENTIAL PROCESSES.

I.

Writing Numbers. $\left\{ \begin{array}{l} \text{Integers} \left\{ \begin{array}{l} \text{Arabic.} \\ \text{Roman to C.} \end{array} \right. \\ \text{Common Fractions.} \\ \text{Decimal Fractions.} \end{array} \right.$

II.

Addition
Subtraction
Multiplication
And Division of $\left\{ \begin{array}{l} \text{Integers.} \\ \text{Common Fractions.} \end{array} \right.$

III.

Denominate Numbers and Tables of $\left\{ \begin{array}{l} \text{Length} \\ \text{Surface} \\ \text{Cubical Contents} \\ \text{Troy Measure} \\ \text{Liquid Measure} \\ \text{Avoirdupois Weight} \\ \text{Time Measure} \\ \text{Counting} \\ \text{U. S. Money} \end{array} \right.$

IV.

Finding perimeter, surface, and contents of common plane figures and solids.

V.

Use of the common aliquot parts.

GRADE VI.

Use Smith's Advanced Arithmetic. Factoring, Fractions, Decimals. Denominate numbers completed. Percentage simple interest.

Review essential processes. Mental arithmetic should be given daily.

GRADE VII.

Review preceding topics. Longitude and time. Practical measurements, Percentage, Profit and loss, Commission, Taxes and Insurance. Interest annual, compound, Notes, Partial Payments, True and Bank Discounts, Ratio, Simple Proportion.

GRADE VIII AND IX.

Percentage and Interest reviewed. Proportion, Stocks, Bonds, Exchange, Insurance, Square and Cube Roots, Surface and Contents of Volumes.

Many problems.

Elementary algebra.

GEOGRAPHY.

GRADES I, II, III, (Oral work, without book.)

Nature Study, introductory to Geography, Direction, Cardinal points, distance. Forms of water, fogs, clouds, rain, dew, frost, snow, ice.

Atmosphere: Uses; currents of air, winds, temperature; Thermometer, barometer. Weather record kept by school.

Work of wind, water, and air on earth's surface.

Stories of animals and children of other lands. Study of the neighborhood; forms of land and water.

GRADE IV.

Review previous work, using Elementary Geography. Plant and animal life in different zones and continents.

Peoples, races of men, civilization, occupation, government.

Study surface, soil, climate, productions of Glastonbury.

GRADE V.

North America, United States, Group of States; New England, Connecticut, Mexico, Central America, Europe, Asia, Africa, Australia.

Complete Elementary Geography.

GRADE VI. (Larger Book to page 66).

The Earth: Form, size, surface, land and sea. Directions; Latitude and Longitude. Climate; Heat Belts, Change of Seasons, Zones, Plants, Animals, Races of Men, North America, United States, Groups of States, Boundaries.

GRADE VII.

Other Countries of North America, South America, Europe, Asia, Africa, and Australia.

GRADES VIII AND IX.

GEOGRAPHY GENERALIZED:

Continents, Oceans, The World Ridge, Mountains, Volcanoes, Winds and Ocean Currents, Work of Winds, Waves, Snow and Ice Seasons, The Moon and the Tides.

The World's Industries, Products Commerce.

Colonies of United States.

Government.

Special study of New England.

Physical Geography.

HISTORY.

GRADE IV.

Associate and study with Geography and as Supplementary Reading. Use as text-book "Montgomery's Beginners American History."

GRADES V AND VI.

Use Montgomery's Elementary History. Read, discuss and reproduce biographies of principal characters connected with American History. Oral and written work.

GRADE VII.

Text-Book: Montgomery's Leading Facts. American History to Administrations.

GRADES VIII AND IX.

The Union: National Development. History of United States completed.

Elementary English History.

NATURE STUDY, PHYSIOLOGY, AND HYGIENE.

GRADE I, II, III. (40 minutes each week.)

GENERAL OBJECT LESSONS.

Plants, growth and development.

Root, stem, bud, leaf, blossom, fruits, and seed. Study parts of each. Uses. Care of plants in gardens and windows.

Names of local plants and flowers.

Domestic Animals, Birds, Insects.

Human Body; General Structure, Frame work, Bones, Joints, Muscles, Care of Body.

GRADES IV, V, VI. (One hour each week.)

Review and extend work of previous years.

Flower fertilization; Fruit, Seed, germination, growth, uses.

Trees and tree planting.

Birds: nests, and instincts, worms, frogs, toads, fish, shellfish, etc.

Animals: wild and domestic, structure, habits, uses.

Rocks and Minerals: Quarries and Mines.

Physiology and Hygiene with elementary text-book for reading and study.

GRADES VII, VIII. (One hour each week.)

Continue work of preceding years: Physiology and Hygiene with advanced text-book.

Elements of Geology, Physics, and Chemistry. Simple experiments with common things. Through the entire course teach the effect of Narcotics and Stimulants.

WRITING.

GRADES I, II, III.

Teach proper position, proper pen-holding, and fixed ideal letter forms. (Begin with ink second or third year.)

GRADE IV.

Movement, in addition to above.

GRADE V.

Same as above, with application. Constant use of movement exercise and of specially selected groups of letters for movement.

GRADES VI, VII, VIII, IX,

Speed and beauty will be evolved in this period.

Aim: Legibility, neatness, ease, freedom, and speed.

Much practice on paper before writing copy in book.

Pupils are admitted to the eighth and ninth grades by examination in Arithmetic, Geography, Grammar, History and Spelling. An average of 70 per cent. is required, and at least 50 per cent, in each subject.

A pupil failing in one subject may have a second opportunity to pass such study. Examinations are held in the High School building at the close of the spring term and at the opening of the fall term.

HIGH SCHOOL.

GENERAL ANNOUNCEMENTS AND COURSES OF STUDY.

The Fall Term begins Tuesday after the first Monday in September, continuing sixteen weeks. The Christmas recess is two weeks. Winter Term twelve weeks. Recess of one week. Spring Term ten weeks.

COURSES OF STUDY.

Pupils who intend to enter college should take up the College Course.

The Scientific Course aims to prepare for Scientific Schools and gives those who do not expect to enter college an opportunity to acquaint themselves with the principles of Chemistry; Physics; etc.

The Commercial Course is planned for pupils who will require the business branches and at the same time should have the more general training afforded in Languages, History, etc.

The work of the three courses is intended so far as possible to be equivalent. They are subject to change from time to time as new conditions may require

COLLEGE COURSE.

FIRST YEAR.	Periods.
English, ...	3
Science, ...	2
Ancient History, ...	3
Algebra, ...	5
Latin, ...	5

SECOND YEAR.

English and English History, ...	5
Geometry, ...	5
Latin, ...	5
Greek or German or French	5

THIRD YEAR.

English, ...	3
Algebra and Geometry	5
Latin, ...	5
Greek, German, or French, ...	5

FOURTH YEAR.

English, ...	3
Latin, ...	5
Greek, German or French, ...	5

SCIENTIFIC COURSE.

FIRST YEAR.	Periods.
English, ...	3
Science, ...	2
Ancient History, ...	3
Algebra, ...	5
Commercial Arithmetic, ...	5

SECOND YEAR.

English and English History, ...	5
Geometry, ...	5
Physiology and Botany, ...	4
French or German, ...	5

THIRD YEAR.

English, ...	3
Algebra and Geometry, ...	5
Chemistry or Physics, ...	5
French or German, ...	5

FOURTH YEAR.

English, ...	3
Physics or Chemistry, ...	5
French or German, ...	5
Mediæval and Modern History and Civics	5

COMMERCIAL COURSE.

FIRST YEAR.	Periods.
English, ...	3
Science, ...	2
Ancient History, ...	3
Commercial Arithmetic and Geography, ...	5
Algebra, ...	5
Penmanship, ...	2

SECOND YEAR.

English and English History, ...	5
Bookkeeping, Business Forms, and Correspondence, ...	5
Geometry, ...	5
Physiology and Botany, ...	4

THIRD YEAR.

English, ...	5
Chemistry or Physics, ...	3
Typewriting and Stenography, ...	5
Algebra and Geometry or French, ...	5

FOURTH YEAR.

English, ...	3
Typewriting and Stenography, ...	5
Physics or Chemistry, ...	5
Mediæval and Modern History or French, ...	5

REGULATIONS OF PROMOTION.

An average of seventy per cent. is required for promotion to higher classes. An average of at least fifty per cent. must be attained in each subject.

Average ability is required for certificates to higher institutions of learning.

Pupils failing to secure passing rank in any subject must repeat the work.

A pupil who is deficient in more than one subject will not be promoted to the next class and promotion to the Senior Class must be free of conditions.

At least two subjects should be prepared by home study.

Report cards are sent out once each month. The instructors are especially interested to confer with parents on every point relating to the welfare of students and co-operation is earnestly solicited.

Any pupil who is absent without excuse more than eight days in any term shall be put on probation. And in case of continued carelessness of attendance shall be dropped to the next class at the discretion of the instructors with the advice and consent of the High School Committee.

Pupils who are preparing for college should note the following points:

Slightly varying requirements for the different colleges make it quite imperative for the different pupils to decide as early as possible what particular college they will enter in order to make definite preparation.

In some cases application for rooms, etc., must be made one or even two years in advance.

A student who fails to develop average ability and industry can not reasonably expect to prepare for college in four years from this or any other school.

School work is the business of our days while we are pursuing any course of study in any institution. Success here as elsewhere is the just profit of labor

Gaylord Bros.

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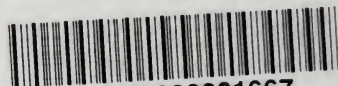
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Outline of studies in the public schools



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